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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics including the following: (1) the effects of a heuristic prewriting model on eleventh-grade students; (2) a writing-across-the-curriculum program at a small liberal arts university; (3) a two-year college course in technical/occupational writing; (4) characteristics of students' classroom talk surrounding the assignment, production, and evaluation of a writing task; (5) instructional writing suggestions in elementary school language arts textbooks; (6) exploration of cognitive styles among skilled and unskilled writers in a technical writing class; (7) an approach to teaching writing process for basic writing students in community colleges; (8) the influence of peer conference groups and teacher written comments on revision; (9) two approaches to freshman composition in the two year college; (10) anthologies of prose models and composition instruction; (11) the storywriting program; (12) linking writing instruction to subject area learning; (13) a strategy for student detection and correction of specific nonstandard writing errors; (14) the collaborative writing conference; (15) the effects of pupil-teacher planning on student writing attitudes; and (16) the effects of probing on children's imaginative written and oral exposition. (HTH)

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**AN EXAMINATION OF THEORETICAL PROPOSITIONS
DESCRIBING THE NATURE OF THE WRITING PROCESS AND
A PROFILE OF THE SEVENTH AND EIGHTH GRADE
LEARNER WITH IMPLICATIONS FOR CURRICULAR
DECISIONS**

Order No. DA8321244

BROZ, NANCY DIVELEISS, Ed.D. *Temple University*, 1983. 173pp. Major
Adviser: Dr. Robert J. Mahar

Purpose of the Study. The purpose was to derive implications for curricular decisions for a seventh and eighth grade writing program. Implications were derived from (1) theoretical propositions describing the composing process, and (2) the research and theories of educators and psychologists who developed profiles of adolescents.

Procedures. The procedure was a series of research stages, beginning with a survey of influential contemporary theorist-researchers on the composing process: James Britton, Janet Emig, James Moffett and Donald Graves. Next, a physical, cognitive, biological and psychosocial profile of the adolescent was developed, with special focus on Piagetian theory. Brain theory research was examined, considering both hemispheric and brain growth periodization theory. This was synthesized into implications for consideration when designing a writing program.

Implications. The outcome of the study focused on the need for a writing curriculum incorporating the composing process with factors affecting the twelve-to-fourteen-year-old learner. An integrated, whole-learner approach would enable schools to meet students at their developmental stages and provide appropriate learning strategies. Implications fell into five categories: (1) the student, (2) the composing process, (3) the learning environment, (4) the sequential program, and (5) the writing assignment.

The young adolescent has different maturational ages, writing maturity stages and actual brain growth periods, combined with an increased concern for self-identity and peers. All writing process stages should be incorporated into the program: prewriting, writing, revising, conferencing, proofreading and publishing. Daily writing, sharing, frequent trials and feedback encourage awareness of the process. A positive, supportive learning environment with freedom to explore writing options while developing fluency helps the writer mature.

The writing program should be part of an integrated, sequential language arts program, such as proposed by Moffett, with writing assignments exploring the range of modes while decentering through expanded writer-audience relationships. Much should be based on real-life experiences, with assignments matched to cognitive level, writing ability, and hemispheric dominance.

This dissertation recommends further research in the relationships identified through synthesis of the implications, especially writing maturity and cognitive development.

**A PREWRITING STRATEGY: EFFECTS OF A HEURISTIC
MODEL ON ELEVENTH-GRADE STUDENTS**

Order No. DA8315800

COX, BILLIE LOUISE JOHNSON, Ph.D. *Arizona State University*, 1983. 148pp.

The purpose of this investigation was to determine the effects of a researcher-designed heuristic model on eleventh-grade students' writing. Six intact classes in a large suburban high school participated in this 16-week study. Classes were assigned to control and experimental "heuristic" groups and taught by three experienced teachers, including the researcher. Daily activities, assignments, and grading procedures were developed and monitored by the researcher to minimize instructional differences between control and experimental groups.

The researcher-designed heuristic model was a sheet which students completed before writing compositions. Based upon Young,

Becker, and Pike's tagmemic matrix, this heuristic consisted of four columns with questions directing students to examine a topic from four perspectives.

Comparisons of completed heuristics and essays indicated students used the heuristic to generate ideas and details. Survey results suggested students found the heuristic helpful in discovering details but not topics. Students were divided in their over-all assessment of the heuristic, with many complaining that the process was confusing and time-consuming.

Pre- and post-treatment writing samples were scored with the Diederich Rating Scale which identified over-all writing quality, focus and elaboration of detail, organization, and voice or flavor. A *t* test of the difference between mean gains on all four factors indicated no significant difference between the control and experimental "heuristic" groups.

In conclusion, the researcher-designed heuristic model proved to be an effective prewriting strategy for some eleventh grade students. In this study, however, the heuristic model did not have a significant effect upon the quality of students' writing.

**THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A
WRITING ACROSS-THE-CURRICULUM PROGRAM AT A
SMALL LIBERAL ARTS UNIVERSITY: A CASE STUDY**

Order No. DA8316008

DUNN, ROBERT F., Ph.D. *University of Pennsylvania*, 1983. 163pp.
Supervisor: Allan A. Glatthorn

This is a case study of educational problem solving which subsumes two closely related problems--one educational, the other research. (1) The *educational* problem: how can faculty work together to improve the writing and learning of all students at the university? (2) The *research* problem: what processes were used in solving the educational problem? To what extent were they effective? What can we learn from analysis of these processes about effecting change among a university faculty?

Solution to the educational problem was sought through faculty workshops, which were perceived by the researcher as the best means for gaining collegial collaboration--the *sine qua non* of writing across the curriculum programs.

Two principal theories underlay all workshop and related activities: (1) a cognitive theory of writing, i.e., a theory of writing as a mode of learning, and (2) a process theory of educational change, in this case, a theory based on social interaction in a five-stage model of exploration, strategic planning, initiation, implementation, and incorporation.

Solution to the research problem was sought through methodological processes of observation, monitoring, assessing, evaluating, and reflective analysis. Data were gathered from surveys, interviews, letters, memoranda, researcher's log, etc.

Based on data analysis, the study reports changes in faculty attitudes towards writing as a mode of learning and changes in four important areas of instructional practice: (1) course requirements, (2) writing assignments, (3) classroom strategies, and (4) responses to papers. These curricular, pedagogical, and attitudinal changes are interpreted as positive signs of movement towards institutionalization of a writing across the curriculum program.

**THE DESIGN AND EVALUATION OF A COURSE IN
TECHNICAL/OCCUPATIONAL WRITING FOR TWO-YEAR
COLLEGE STUDENTS**

Order No. DA8315874

GASARCH, PEARL, D.A. *Carnegie-Mellon University*, 1983. 386pp.

One of the purposes of this study was to design a writing course for two-year college students who had completed Freshman Composition which would prepare them for the writing requirements of the working world. The other purpose of this study was to evaluate this experimental course by comparing it with a more traditional post-

Freshman Composition course taught to students at two-year institutions.

I taught two sections of this course, one which used the more traditional approach, and one which used the experimental curriculum. A colleague did the same. Consequently, four classes, two experimental and two control groups were used in the study.

The work was evaluated by colleagues, who used especially designed rating sheets to blind-mark the concluding paper each student in each of the classes wrote at the end of each of the four units of instruction. The four units, which included the resume, the letter, the report and the research report, were also evaluated by students in all four classes. They evaluated each unit anonymously when the instruction for that unit came to an end. The rating sheets identified specific characteristics desirable for each of the four types of writing. The results of the blind-marking are reported numerically; the student evaluation results are reported narratively.

The students in both of the experimental groups received higher overall scores than did the students in the control groups. The unit which demonstrated the greatest difference between the two sets of groups was the letter-writing unit. The report-writing unit demonstrated the smallest difference between the groups. The student evaluations indicated that students in the experimental groups were more favorable to the units than the control group students, although the control group students wrote that they found the topics of value of interest.

Because of the results which the experimental curriculum, and particularly, the letter-writing unit gave rise to, there is a reasonable basis on which to conclude that the combination of topics, materials, and pedagogical techniques used are of value and further research using elements of this study might be fruitful.

CHARACTERISTICS OF STUDENTS' CLASSROOM TALK SURROUNDING THE ASSIGNMENT, PRODUCTION AND EVALUATION OF A WRITING TASK Order No. DA8312139

GOLUB, JEFFREY NORMAN, Ph.D. *University of Washington*, 1983. 222pp. Chairperson: Professor John Stewart

The study was designed to verify and elaborate on James Britton's statement that "The relationship of talk to writing is central to the writing process." Using participant-observation research methods, the author observed Junior High students in three classrooms for a period of one year. The phenomenon of interest was the students' classroom talk that accompanied students' progression through the stages of the writing process. Pertinent data were collected through fieldnotes and analyzed by means of the "constant comparison" method. Observed incidents were compared with each other to identify common themes and patterns of interaction. This analysis revealed four themes which characterize the relationship between students' classroom talk and their writing: (1) expressing self through language, (2) seeking confirmation through validation of writing, (3) evaluating one's own writing, and (4) assimilating the writing task to one's own understanding. Students recognized at varying levels of awareness that their language reflects upon themselves as persons. This recognition of the intimate relationship between language and self appears sometimes in expressions of concern, embarrassment, or pride related to one's own, or a classmate's, communication effort. Students also attempted to "validate" their writing by using oral communication to provide an audience, and to obtain feedback for, their written efforts. The validation process enabled students to gauge the appropriateness of their writing and to seek confirmation of their selves as represented in their use of written language. Third, students frequently made evaluative comments about their writing. In their expressions of either satisfaction or dissatisfaction with their written efforts, students revealed that they engage in evaluation early in the writing process

and they are only vaguely aware of the criteria they use for their judgment. Finally, students also used their oral communication--most often in the form of conversations initiated with the teacher--to help themselves interpret, or make sense of, the writing task at hand.

Students' classroom talk appears to be an integral part of the process of composing and evaluating written communication. Further studies are needed to pursue specific insights into this "interpersonal dimension" of the writing process.

INSTRUCTIONAL WRITING SUGGESTIONS IN ELEMENTARY SCHOOL LANGUAGE ARTS TEXTBOOKS: AN ANALYSIS BASED UPON OPINIONS OF WRITING AUTHORITIES

Order No. DA8320304

HARRINGTON-BROGAN, VICTORY SHIRLEY, Ed.D. *State University of New York at Buffalo*, 1983. 304pp.

This study sought to determine if instructional suggestions in first-, third-, and fifth-grade language arts textbooks reflect writing authorities' opinions by (a) defining writing as a three-stage process, (b) providing for use of student oral expression, and (c) emphasizing content as a major component of the writing process.

A three-stage procedure was used to analyze teaching suggestions for reinforcement and enrichment activities included in textbook lessons. All suggestions were classified as to which language skill was involved, and those categorized as oral or written process were further examined. Criteria Generalizations and Writing Principles, two sets of statements at different levels of generalization abstracted from the work of 20 authorities, were synthesized to develop a list of Writing Elements. Suggestions in process activities which satisfied the general guidelines were judged for their consistency with authorities' opinions in terms of the Writing Elements.

Findings and observations included: (1) Of 2,311 activities reviewed, only 24 included suggestions which met guidelines and, therefore, were rated for consistency with authoritative opinion. (2) Writing was not treated as a three-stage process in textbooks. Suggestions stressed the writing more than the prewriting stage and neglected the postwriting stage almost entirely. (3) Writing was not considered a process of discovery but, rather, the act of committing ideas to paper, with one draft representing both process and product. (4) Student evaluation of writing was rarely mentioned. Conferences about writing products were not suggested. (5) Student talk was not projected as essential; suggestions emphasized teacher acceptance of brief student statements rather than development of student ideas. Question and discussion suggestions were infrequent, usually limited to one process stage, and generally provided minimal information for teacher implementation. (6) Content was not viewed as a major concern in the writing process. Suggestions focused on providing teachers with procedural information. (7) Teacher strategy suggestions were few in number, restricted to one or two stages, and almost as likely to be inconsistent with authoritative opinion as consistent.

EXPLORATION OF COGNITIVE STYLES AMONG SKILLED AND UNSKILLED WRITERS IN A TECHNICAL WRITING CLASS

Order No. DA8317166

HELD, JULIE ANN STUSRUD, Ph.D. *Indiana University*, 1983. 253pp. Chairperson: Vernon H. Smith

Recent research in composition has focused on the writing process. Since the composing process of a writer reflects that writer's method of dealing with information, an investigation of the learning

writing ability: NP vs. NJ, significant at the .01 level; NFP vs. STJ and NTJ, significant at the .02 level. If these correlations hold true in other research studies, then writing teachers, by studying the characteristics of the perception preference and its combinations with other preferences, may gain some additional insight into the composing process of unskilled writers.

styles of writers might provide some insight into their composing processes. This study involved 175 students enrolled in a technical writing class. Writing samples were collected from each student and evaluated by writing teachers. In addition, the students took the Myers-Briggs Type Indicator. The results from the MBTI and the writing samples were matched and Chi-square tests were performed on the data to determine if learning styles are related to writing ability. Four hypotheses were tested: (1) The students in the sample will have a significantly larger representation of Sensing preferences than intuitive preferences than would be found in the general college population. (2) The students who express a preference for Sensing will produce more "Average" and "Poor" papers and fewer "Good" papers than the students expressing a preference for Intuition. (3) The students who express a preference for Extraverted-Sensing will produce more "Average" and "Poor" papers and fewer "Good" papers than those expressing a preference for Extraverted-Intuition, Introverted-Sensing, and Introverted-Intuition. (4) The students who express a preference for Perception will produce more "Average" and "Poor" papers and fewer "Good" papers than those expressing a preference for Judging.

The first three hypotheses were rejected. The fourth hypothesis was not. The students who preferred Perception wrote more papers evaluated "Poor" or "Average" and fewer papers evaluated "Good" than the students who preferred Judgment. The difference was significant at the .05 level. Additional type variables combined with Perception produced even more significant differences in apparent

AN APPROACH TO TEACHING WRITING PROCESS FOR BASIC WRITING STUDENTS IN COMMUNITY COLLEGES

Order No. DA8314545

HERBERT, MARY-ALICE SCURLOCK, D.A. *Carnegie-Mellon University*, 1983. 230pp.

The purpose of this dissertation is to detail for teachers of unprepared basic writing students in community colleges a writing course that (1) helps students discover and make fuller use of the abilities they have, (2) projects writing as process and engages students in the control and development of composing strategies, and (3) offers students rhetorical principles and heuristics fundamental to a variety of writing situations.

The study analyzes the abilities and needs of students entering Basic English I at the Community College of Allegheny County, South Campus, in southwestern Pennsylvania and reviews current research concerning the writing problems of unprepared students, conceptions of writing process, and process-based teaching approaches.

The method proposed combines, within the framework of Jerome Bruner's theory of instruction, rhetorical theory of invention (Young, Becker, and Pike) and cognitive theory of composing (Flower and Hayes). An instructional model, a composing model, and teaching strategies are described.

Evaluation of "before" and "after" essays and controlled-error manuscripts for proofreading shows that students tested at CCAC South exceeded teacher expectations on levels of discourse, syntax, and lexicon. The implication of this study is that basic writers benefit from an approach that focuses, not upon remediation of prerequisite mechanical skills, but rather upon writing process, the rhetorical situation, and the writing of whole discourse.

PEER CONFERENCE GROUPS AND TEACHER WRITTEN COMMENTS AS INFLUENCES ON REVISION DURING THE COMPOSING PROCESS OF FOURTH GRADE STUDENTS

Order No. DA8323927

HITTLEMAN, CAROL G., Ed.D. *Holstra University*, 1983. 236pp.

The effects of teacher written comments and peer conference groups as aids to revision of first drafts were investigated within a stage model of the composing process. In addition, the interactions that occurred during a peer group conference and the revisions students made to drafts on those interactions were explored. Subjects were fifty-eight fourth grade students in three heterogeneously-grouped classes in a suburban school district. Class A received no feedback on their drafts. Class B received teacher written comments. Class C was trained in peer conference techniques through a model developed by the investigator and then received peer responses to their drafts. All subjects participated in prewriting, writing, revision, and recopying sessions for the writing task "How To Build A Tree Swing." Drafts and revised products were evaluated through a holistic scoring method using criteria developed for the task. The data were analyzed both quantitatively and qualitatively.

Analysis by a matched t-test of first drafts and revised products indicated there was a difference between first draft scores and revised product scores for all subjects beyond the .05 level of significance. An analysis of covariance conducted to determine the main effects across all three treatment groups showed no significance. An analysis of the taped peer conference and the revised products suggested that students could and did use peer responses which indicated the need for additional details or clarification. Given time to progress through the stages of the composing process subjects made revisions to first drafts which resulted in significantly improved revised products. Peer conference techniques appeared to be equally as effective as meaning-centered and content-related teacher written comments in aiding revision.

A comprehensive model for peer conference training can be efficient and effective as a means of making students more active in their composing processes, helping students learn how to respond as an audience and how to question texts, and allowing students to remain in control of their composing processes.

TWO APPROACHES TO FRESHMAN COMPOSITION I IN THE TWO-YEAR COLLEGE

Order No. DA8315876

HOLLADAY, SYLVIA AGNES, D.A. *Carnegie-Mellon University*, 1983. 535pp.

Because of lack of success with traditional instructional methods, I developed a process-oriented individualized workshop approach for teaching composition to two-year college students. To test it, I contrasted it with a product-oriented lecture-discussion approach. In the experimental group the activities were student-paced assignments, student-teacher tutorials, and peer-group interaction; the study materials were sequenced worksheets and the students' writings. In the control group the activities--all teacher-directed--progressed from readings in textbooks to lectures to discussions to writing assignments.

In this study I attempted to determine if the two approaches produced any differences in writing performance and attitude toward writing. The five dependent variables were quality of writing as perceived by three readers on pretest and posttest writing samples, word counts of the pretest-posttest writings, analyses of features of syntactic maturity in the pretest-posttest writings, scores on a writing-related skills pretest and posttest, and pretest-posttest writing attitude

surveys. The independent variable was the method of instruction. Statistical analyses showed that the experimental workshop approach significantly improved the quality of students' writing, but not their linguistic ability, writing-related knowledge, or attitude toward writing.

Although we need additional study in this area, this research does suggest that a process-oriented individualized workshop can be successful for students of all levels of ability in open-door community colleges.

ANTHOLOGIES OF PROSE MODELS AND THE TEACHING OF COMPOSITION

Order No. DA8320731

KEROES, JOSEPHINE, Ph.D. *Stanford University*, 1983. 141pp.

Until the last ten or fifteen years, composition instruction was fixed within a traditional paradigm that classified discourse into distinct categories, concentrated on formal matters such as structure, style and usage, and emphasized the composed product rather than the composing process. A staple of this approach is the anthology of prose models, designed to provide students with examples of good writing in the belief that analysis of professional prose will result in better student writing. While the anthology has remained a fixture in the college composition classroom, an emerging paradigm has begun to yield a view of writing instruction that emphasizes writing as a way of learning as well as a communication skill. This view focuses on the composing process, teaches strategies for invention, and is rhetorically based, with audience, purpose and occasion figuring prominently in the assignment of writing tasks. The purpose of this study was to determine the extent to which the content and structure of anthologies reflect the changes in perspective wrought by recent research into the composing process.

Thirty-one texts, 20% of the total number of anthologies in print, were selected by random sampling. The five most popular essays and writers were determined and the discussion questions and writing assignments for each studied across texts. Analysis revealed that in their treatment of the selections, the majority of the texts remain fixed within the traditional paradigm.

Study questions do not prepare students for writing assignments that follow, either by calling for students to respond informally to the model's content or by suggesting useful connections between the content and the students' own ideas. Nor do writing assignments guide students through the writing process to discover a thesis, shape their material, revise their compositions. Instead, most study questions focus on matters of diction, style, and structure, and most writing assignments require students to imitate the form of content of the model. Although the selections cover a wide range of subjects, they are primarily literary. This fact locks the texts into ways of dealing with models more appropriate to literary analysis than to writing instruction.

SYNTACTIC CHOICE AND A THEORY OF DISCOURSE: RETHINKING SENTENCE-COMBINING

Order No. DA8318087

KLEINE, WILLIAM MICHAEL, Ph.D. *University of Minnesota*, 1983. 280pp.

In a recent issue of *College Composition and Communication* (February 1983), Ross Winterowd writes: Certain teaching methods in composition--I choose to call them "technologies," with no pejorative intention whatsoever--are widely used, but remain largely unexamined for underlying theory and pedagogical rationale.

This study focuses on transformational sentence-combining, one of the "technologies" that concern Winterowd, and develops a relevant theory and new pedagogy.

Beginning with a thorough review of the empirical research that underlies sentence-combining, the study shows that pedagogical claims for the exercise conflict. Although the research has enlarged our understanding of syntactic "maturity," sentence-combining itself may not be capable of building the kind of whole-discourse and rhetorical competency some researchers have claimed.

The study then develops a theory of discourse that relates the process of making, assessing, and revising transformational choices

to the pragmatic and semantic aspects of writing. By examining dynamic discourse processes rather than textual artifacts, the theory shows that a transformational choice in writing--or any linguistic choice--is either motivated by context and meaning, or else it motivates thinking about context and meaning. Thus, the theory explains why sentence-level research and pedagogy based solely on texts is inadequate.

The theory argues that an internal reader (or "monitor") enables the writer to assess and change not only the written text, but also her thinking about the context and meaning of the discourse. By including both the reader and the reader within the writer, the theory is capable of explaining why writing is not only a form of communication with an audience, but also a process of cognitive change and thinking.

The conversational maxims of H. P. Grice, redefined as writing strategies and heuristics, provide a better way than does sentence-combining to attach sentence-level writing pedagogy to the pragmatic and semantic concerns of the writer. If a student focused on syntactic choices in her own writing, and experienced dissonance caused by a poor fit between those choices and her own discourse-level ideas, she could use her conversational competency to evaluate and revise her writing and thinking.

THE STORYWRITING PROGRAM: A HISTORY OF AN INNOVATION

Order No. DA8313372

LIFTIG, ROBERT ALAN, Ed.D. *Columbia University Teachers College*, 1983. 193pp. Sponsor: Professor Robert Bone

This dissertation describes the origins, development, and implementation of the Storywriting Program: sequential writing assignments, dramatic activities, and small group work presented as part of the established curriculum of a high school senior elective.

Two perspectives are developed: the first is that of the teacher who conceived of, experimented with, and introduced the Program, and the second, that of three students, each of whom expresses a different attitude about its effectiveness. The students' perspective is developed in student profiles which examine their previous storywriting experiences, the differences in the storywriting produced during the year, and their opinions about the placement of the Program within the established curriculum. The teacher's perspective is presented in a description of the evolution of the innovation, in reactions to student comments in the profiles, and in the description of responses to administrators' criticism.

The study concludes with a collective student perspective developed from the profiles, observations about the effectiveness of the Program, and an exploration of its pedagogical implications. The results of the study suggest that the Storywriting Program was effective in improving student storywriting. An examination of the stories produced during the year indicates that story length, amount of dialogue, and quality of presentation increased, while frequency of error decreased. In addition, improvement was noted in consistency of tense, logic of plot development, and completeness of characterization.

Student comments indicate that two of the Program's activities--playreading and dramatization--were particularly helpful in effecting these changes, and that, as a result of participation in the Program, their perception of both peer and professional storywriting was significantly altered.

The Program's effectiveness is examined within the sociological, political, and philosophical context of the school and community. Although the reactions of administrators, students, and the teacher often reflected conflicts and concerns unrelated to its intrinsic value, their decisions altered the Program's content and structure.

The study closes with a discussion of areas for further inquiry, and suggests that if these yield positive results, activities such as those in the Storywriting Program might well be integrated into the established curricula of all high school English classes.

**LINKING WRITING INSTRUCTION TO SUBJECT AREA
LEARNING: RATIONALE, STRUCTURES AND STRATEGIES**
Order No. DA8314223

MIDDLETON, JAMES EDWARD, A.D. *The University of Michigan*, 1983. 216pp. Chairman. William Alexander

There is continuing educational concern about the quality of students' writing. Writing problems extend beyond the composition course with some students writing ineffectively in content courses and in their lives as citizens or professionals. Recently many institutions have responded to this problem with writing-across-the-curriculum programs. Some administrators and instructors question the value of these programs while others who support such efforts sometimes lack strategies for implementing and sustaining these programs.

In this dissertation, I provide a rationale for linking writing instruction and content learning, an approach characteristic of these writing-across-the-curriculum programs, and provide resources for implementing such an integrated approach. The rationale outlines the limitations of traditional approaches which separate writing and content learning, suggests approaches to the freshman composition course which facilitate writing/content learning links, and investigates how the proposed integrated approach both develops writing skills and supports content learning.

As a resource for implementing the proposed integrated approach, the study explores several supportive administrative structures, proposes a model for developing writing assignments, and outlines specific activities which enrich writing/content links. The model for developing and revising assignments provides instructors with a means of systematically evaluating assignments and provides students with guidelines for responding to instructors' writing assignments. A sourcebook of classroom activities includes goals, background information and instructions for each activity. Finally, the study develops both a rationale and procedures for using professional writing models, case study approaches and journal writing to develop writing skills, to foster critical thinking and to apply content learning.

The study claims that integrating writing instruction and content instruction is feasible and that such integration can reinforce the goals of both writing and content instructors.

**THE EFFECTS OF A PROOFREADING AND EDITING
STRATEGY ON DETECTING AND SELF-CORRECTING
SPECIFIC NONSTANDARD ERRORS IN THE WRITING OF
TENTH-GRADE STUDENTS**
Order No. DA8308522

POTTS, RICHARD EARL, Ed.D. *Memphis State University*, 1982. 152pp.

Many high school students commit a common stock of nonstandard errors in their writing that appear to arise from interference from nonstandard dialects, from problems of predictability within the system of standard English, and/or from the difficulty associated with writing rather than speaking English. Research also indicates that there are few techniques used to help students with their writing, especially with the skills of proofreading and editing for detecting and correcting nonstandard features in writing. The purpose of this study was to determine the effectiveness of a proofreading and editing strategy for detecting and self-correcting specific nonstandard errors in the writing of tenth-grade students.

Seventy-six tenth-grade students in four English classes from a Mid-South urban high school participated in the study. One teacher taught all four classes. Two of the classes were designated as the responded correctly more during Phase 2 (Days 10-18) of the study than during Phase 1; however, these results were not statistically significant.

A secondary purpose was to systematically investigate the concomitant improvements in desirable behaviors accompanying the language training. Behaviors studied were subject-initiated Physical,

Verbal, and Total (Physical plus Verbal) interaction, as well as Eye Contacts. The subject was observed during 10-minute rest periods following each of three daily language sessions, and the occurrence of behaviors during timed intervals served as the dependent variables. Results of conventional *t* tests and time series analyses suggest significant increases for Physical and Total subject-initiated interactions.

**FIVE WRITERS TALKING: A CASE STUDY OF THE
COLLABORATIVE WRITING CONFERENCE**

Order No. DA8313883

PUPFAHL, JOHN PHILIP, Ed.D. *New York University*, 1983. 283pp.

Research into the composing process suggests that developmental writing students often underrepresent meaning in their texts and truncate their composing. Some theorists recommend that one way to help students become more fluent writers is to talk with them about the content of their papers as well as about the writing goals they were trying to meet. The purpose of this study was to describe writing conference where one instructor, trying to encourage fluency and clarity of expression, talked with students about what they wrote.

Five students enrolled in a community college developmental writing course were selected as participants in this case study. The students wrote 102 papers. Five conversations were analyzed for presentation.

One of the major findings of this study was that the conference can be a collaborative venture where the instructor helps the student to discover and create a network of meaning. In addition, the strategies used to encourage written fluency were described, and, therefore, can be used in subsequent conversation.

Collaborative conversations were found to have three episodes. Episode 1, discovering what the student was trying to do, had the following phases: signaling reportable events, discovering the persona embodied in the paper, discovering the process the writer used to construe experience and confirming reportable information. Episode 2, articulating the broad outline of key experiences, had the following phases: instructor signaling value of propositions, and student narrative (abstract, orientation, narrative sequence, speaker's evaluation, and coda). Student narratives were abbreviated. Episode 3 of the conversation, finding ways to act on the narrative, had the following phases: listener's evaluation and elaboration and revision of narrative.

Three major implications were discussed. First, face to face conversation allows the student to evolve his idea without prematurely forcing considerations of correctness or even clarity. Second, recorded conversations provide students with an accessible record they can consult. Third, the instructor is in a unique position to blend considerations of fluency and clarity because he has special information gained from the conversation. This knowledge can be used to help the student revise a paper or to continue writing.

**THE EFFECTS OF PUPIL-TEACHER PLANNING ON STUDENT
ATTITUDES TOWARD WRITING**
Order No. DA8320297

REGAN, DOUGLAS JAMES, Ed.D. *State University of New York at Buffalo*, 1983. 208pp.

There is a need to examine and identify specific ways that pupil-teacher planning effects students' attitudes toward the skill and development of writing. This study was concerned with what types of attitudes resulted from utilizing pupil-teacher planning in a K-6 classroom, and how pupil-teacher planning affected student attitudes toward writing. The central question of this study was: To What Extent, If Any, Does Pupil-Teacher Planning Affect Student Attitudes Toward Writing Which Can More Effectively Involve The Student in the Curriculum Planning Process? Related questions included: To

what extent pupil-teacher planning strategies were used in conjunction with the teaching of writing skills; What attitudes contributed toward learning and improving writing skills as a result of pupil-teacher planning; Positive and/or negative effects of utilizing pupil-teacher planning; and changes teachers noticed in student attitudes as a result of pupil-teacher planning.

The descriptive method of research was used to conduct this study with both the survey questionnaire and the personal interview being used to collect data from the two elementary buildings in the Starpoint Central School District. Starpoint is a rural-suburban school district, not unlike any other system with a similar geographic area and population.

The data collected concurred with the literature in as much as pupil-teacher planning, according to the teachers participating, did affect student attitudes toward writing. It tended to be used more in grades 4-6 than in grades K-3. The data showed that using pupil-teacher planning can have a positive impact on the actual written product.

Conclusions included: pupil-teacher planning was used with the instruction of writing to incorporate instructional objectives and activities; many positive effects were noted by teachers using pupil-teacher planning in academic and non-academic areas; some negative effects were noted by teachers utilizing pupil-teacher planning; and that pupil-teacher planning had a definite effect on improving student attitudes toward writing, including a relationship between improved attitudes and improved writing.

**THE EFFECTS OF TEACHING EXPRESSIVE WRITING
(INTEGRATED WITHIN THE WRITING PROCESS) ON THE
IMPROVEMENT OF STUDENT WRITING SKILLS AT THE
HIGH SCHOOL LEVEL** Order No. DA8318312
REYNOLDS, ALFRED LOUIS, JR., Ed.D. *Northern Illinois University*, 1983.
206pp.

The problem of the study was to determine the comparative effects that two methodologies (Expressive Writing Methodology and Traditional Writing Methodology) had on the ability of high school students to write stories and essays. The study also aimed at determining if an interaction existed between sex and method of instruction and English achievement level (high achiever or low achiever) and method of instruction on essay and story writing ability.

The study was concluded at Rochelle Township High School, Rochelle, Illinois, involving forty-eight subjects during the winter and spring of 1981. Subjects were given a pretest story and essay, received a twelve-week period of writing instruction, and then were given an identical posttest. All pretests and posttests were evaluated by four Rochelle English faculty members. Cronbach Alphas for the four test evaluations (pretest essay, pretest story, posttest essay, and posttest story) were .86, .86, .85, and .78, respectively. Subjects consisted of two different groups; one group was instructed by the Expressive Writing Methodology and the other group was instructed by the Traditional Writing Methodology. The main difference between the two groups was that the expressive group participated in expressive writing exercises while the traditional group participated in traditional work sheet exercises. Both groups were involved in the writing process.

No significant differences in story and essay posttest scores between the two groups was observed. No significant interaction effect on story and essay posttest scores between sex of the student and method of instruction was observed, and no significant interaction effect on essay posttest scores between English achievement level and method of instruction was observed. However, a significant interaction effect on story posttest scores between English achievement level and method of instruction was observed. Further statistical analysis revealed no significant difference on story

posttest scores between expressive high achievers and traditional high achievers, but a significant difference in story posttest scores between expressive low achievers and traditional low achievers was observed.

The first major conclusion of the study was that a significant interaction effect on story writing exists between method of instruction and English achievement level. The second major conclusion of the study was that low English achievers in the traditional group did significantly better on story posttests than their expressive group counterparts.

**THE EFFECTS OF PROBING ON CHILDREN'S IMAGINATIVE
WRITTEN AND ORAL EXPOSITION** Order No. DA8324060

ROBINSON, ANN ELIZABETH, Ph.D. *Purdue University*, 1983. 164pp.
Major Professor: John F. Feldhusen

Ninety sixth grade children were administered three written and three oral expository tasks in two conditions (probed, non-probed) to determine the effects of probing on performance. Children were randomly selected from two schools in Lafayette, Indiana.

The expository tasks, administered to each child individually by a trained examiner, were short anecdotal passages which required the child to explain his or her thinking. Half of the children received the tasks in the non-probed condition which involved presentation of the task, a question about the passage, and a general request for explanation, "Why do you think so?" The probed condition followed a similar procedure except that six to seven additional probes were administered for each task. The answers of the children in the oral response mode were recorded on tape, transcribed, and scored. Achievement data were obtained from school records.

Analysis of variance was performed on the dependent measure. The analysis indicated that probing produced significantly better performance. There were no significant differences between children's responses in the oral and written modes. Finally, there was a significant interaction: probing was relatively more important to optimal performance in the written rather than the oral response mode. A multiple regression analysis found achievement and condition (probed, non-probed) to be significant contributors to the explanation of variation in performance on expository tasks. An interaction term of achievement by condition did not contribute beyond the effect of achievement and the effect of probing considered individually.

**A SMALL GROUP, PERSONAL GROWTH METHOD FOR THE
TEACHING OF WRITING** Order No. DA8324128
SHANNON, RICHARD FRANK, JR., D.A. *The University of Michigan*, 1983.
150pp. Chairman: William Alexander

The purpose of this study was to design, implement, and test an innovative course in freshman composition. The design was based upon my personal experiences as a student and as a teacher. The experimental course was implemented and tested with non-traditional students at a small, two-year college in rural South Carolina.

The design sought to alleviate the problems in traditional approaches when used with non-traditional students. These traditional approaches include teaching grammatical principles, using essays as models, studying literature, requiring a limited number of papers, assigning topics, and correcting all errors. In addition, the traditional approach does not provide a significant audience for student writing. This dissertation asserts such practices produce more undesirable affective consequences than desirable cognitive effects. The goal of this design is to help students achieve writing

improvement as painlessly as possible.

This small group, personal growth method combines six components: non-graded daily writing, positive feedback on writing, freedom in paper length and topic, peer evaluation techniques, instructor-student appointments, and activities to improve students' self-concept and self-awareness. Small groups also become significant audiences for students' writing. Another important aspect of the method is the instructor's openly expressed concern for each student.

The model is evaluated using the results of a pre- and post-standardized usage test, a comparison of those results to results achieved on the same test by students in a different course, and a summary of the project students' responses on a self report of improvement form. Three case studies and spontaneous written comments by students concerning their writing improvement and personal growth are included.

The students did not become perfect writers; they did become better writers. The results indicate frequent writing is essential to writing improvement; small groups for theme evaluation, personal growth activities, and as an audience for student writing are invaluable; and multiple modes of instruction are helpful. The dissertation contends that teachers must be prepared to examine and, when necessary, change their attitudes to encourage those attitudes in themselves which motivate students and to eliminate those which have the potential to harm them.

THE EFFECT OF A TEACHER INSERVICE COURSE ON THE WRITING SKILLS AND ATTITUDES OF FOURTH GRADE WRITERS AND THEIR TEACHERS Order No. DA8315422

STOEN, LINDA LEONE, Ed.D. *University of South Dakota*, 1983. 154pp.

Purpose of the Study. The purpose of this study was to determine if an inservice course in writing instruction for teachers had an effect on their pupils' writing skills and attitudes toward writing and on the teachers' own attitudes toward writing.

This study was conducted in the Fargo Public Schools, Fargo, North Dakota. Twenty-six teachers and their classrooms were identified into experimental and control groups. The investigator planned and taught ten class sessions on the improvement of writing instruction to the experimental group. The control group did not participate in the course, which was begun early in the school year. Posttesting took place one week after completion of the course.

To measure the effects of the inservice course on the pupils' writing skills and attitudes toward writing, and their teachers' attitudes toward writing, the following instruments were used: the "Kangaroo" essay exam of the National Assessment of Educational Progress; *An Inventory of Fourth Grade Pupils' Attitudes Toward Writing*; and *An Inventory of Fourth Grade Teachers' Attitudes Toward Writing*.

A posttesting only research design was used. A t-test was used (at the .05 level of significance) to determine the effectiveness of the course as measured on means of the pupils' and teachers' raw scores received on the above tests. Data were processed by the Computer Center of the Fargo Public Schools.

Conclusions of the Study. (1) Teachers' participation in the course was not found to be of significant importance when comparing writing skills of pupils whose teachers participated to those pupils whose teachers had not. (2) Teachers' participation was not found to be of significant importance when comparing attitudes toward writing of pupils whose teachers participated to those whose teachers had not. (3) Teachers' participation was not found to be of significant importance when comparing attitudes toward writing of those teachers who participated to the attitudes of those teachers who had not.

Recommendations for Further Research. Additional research was recommended to determine if a replication of this study in other school districts would show similar findings.

EFFECTS OF INSTRUCTION IN NOTETAKING ON ACADEMICALLY GIFTED CHILDREN

TAYLOR, MARGARET JANE WHATMAN, Ed.D. *University of Toronto (Canada)*, 1982.

The purpose of the present experiment was to test the effectiveness of teaching young gifted children (Grade 5) notetaking from written material and notetaking from oral material, and also to test the effects of supplementary instruction in shorthand. Previous research on notetaking instruction has been confined almost exclusively to the post-secondary level. Notetaking skills were divided into manageable components which included the following: skimming, finding the main idea; organizing material; finding key ideas and details; evaluating the notes; listening for cues; encoding from lectures; notetaking, and summarizing (forming the acronym, SMOKE LENS). The notetaking strategies were taught to Grade 5 gifted children in sixteen half-hour sessions; the shorthand, in twelve hours.

The experiment took the form of a pre/post-test design, with thirty-seven subjects in three approximately equal groups: shorthand and notetaking, notetaking only, and control. A printed article, a lecture, and a list of eighty words dictated at forty words per minute, were given for both pre-test and post-test. A new article and lecture were also given for the post-test, in order to offset any practice effect.

Analysis of covariance and Scheffé tests showed significant advantage for the experimental groups over the control group printed and oral presentations for the following variables: organization of important points; structure of the notes; and quality of the summary. In addition, the experimental groups showed a significant increase in number of important points recorded from the oral presentations. In organization of important points and structure of the notes, experimental subjects showed a greater frequency of gains from pre-test to post-test with both written and oral presentations. Shorthand training did not show any effect on notetaking nor did it significantly increase writing speed.

It may be concluded from these results that instruction in notetaking and notetaking strategies given to grade 5 gifted children significantly improved these skills, but that teaching shorthand did not contribute additional measurable differences.

INCREASING AUTONOMY AND WRITING ABILITY: THE LONG-TERM EFFECTS OF AN EXPERIMENTAL WRITING COURSE Order No. DA8314224

TROESTER, ROSALIE RIEGLE, A.D. *The University of Michigan*, 1983. 236pp. Chairman: Alan Howes

Underprepared college freshmen, particularly those with no family tradition of higher education, may lack both functional literacy and the conceptual powers necessary for true literacy. Their inability to communicate in writing is often reinforced by egocentricity, passivity, and lack of autonomy, all factors that further inhibit their achieving college and career goals.

To address these problems, I designed the Pilot English Program, a six-credit-hour writing course which replaced three hours of developmental work and three hours of Freshman Composition, and evaluated the long-term results five years later. Based on the learning theories of James Moffett and Paulo Freire, the Program stressed student-centered learning, including daily journals, classroom dialogue, feedback designed to allow students to take control of their own writing, and most importantly, weekly individual tutorials.

Examining five-year transcripts showed that, compared to other developmental writers, students in the Program had almost twice the retention rate and four times the graduation rate, as well as higher grades in other writing courses. In-depth student interviews showed strong group interaction in a supportive atmosphere to be the dominant memory. Most respondents felt the tutorials helped their

writing improve and contributed to their overall academic success.

Chapter One of this study discusses the problem; Chapter Two describes the Program. Chapter Three analyzes a short-term evaluation which found students increasing in writing security and autonomy more than in measured writing ability. Chapter Four outlines methodology for the long-term evaluation and analyzes the long-term effects of the Program. In-depth interviews with ten students (50 percent of the Program's participants) provide specific evaluation of Program components and highlight differences between graduates and non-graduates. The study concludes with re-creations of several of these interviews.

WRITING AS "ACTIVITY": COMPOSITION DEVELOPMENT FROM THE PERSPECTIVE OF THE VYGOTSKIAN SCHOOL

Order No. DA8311813

ZEBROSKI, JAMES THOMAS, Ph.D. *The Ohio State University*, 1983.
186pp. Adviser: Professor Donald Bateman

Nancy Sommers has noted the atheoretical bias in the field of composition and the domination of much research by pedagogical intent. The need for the elaboration of a consistent theory in such an eclectic discipline is apparent. Especially is this clear when one reviews references in the composition literature to the work of L. Vygotsky. While the Vygotskian school is becoming increasingly well-known to American readers, the underlying worldview and epistemology of this work, and the subsequent import for paradigm-specific concepts and experimental results are less widely known. This dissertation, after briefly placing the Vygotskian school in its historical context, surveys key concepts such as the dialectic, contradiction, "activity," "leading activity," and development itself, and uses these ideas to create one possible map of writing development based on the Vygotskian model.

Some of the findings include an affirmation of the usefulness of the technical concept of activity ("deyatelnost") for providing one means for unifying the study of external writing behavior (and the development of written texts) with that of internal inner speech development. Additionally, it is discovered that the concept of contradiction sheds new light on the ideas of development and the developmental stage as socially dynamic and culturally specific. Finally, the work of A. N. Leontiev, A. A. Leontiev, Luria, and Markova when linked with that of Geertz, Hymes, and Freire suggests some writing blocks may be tied to writing development, generally, which in turn, must always be seen as immersed in the specific cultural context.

ENGLISH COMPOSITION INSTRUCTION AND THEORY: ORIGINS, REFORMS, AND THE CHALLENGES OF THE

"BACK-TO-BASICS" MOVEMENT Order No. DA8313276

ZIMFON, GERALD JAMES, Ph.D. *Duke University*, 1982. 243pp.
Supervisor: Michael L. Michlin

The purpose of this study was to present an analytical-critical investigation of the "back-to-basics" movement on English composition instruction in our nation's schools. The study describes the back-to-basics movement as a misguided effort to return English classroom instruction to narrow objectives of English skills mastery. The negative influence of media treatment of the test score decline as a measure of national literacy is considered to be a major factor in the persistence of the regressive trend. SAT's and other tests like it do not test writing ability and are not valid measures of national literacy. The literacy required of individuals in contemporary American society cannot be fostered by the "basics" approach.

Nineteenth century origins and classroom practices in English language, composition, and rhetoric instruction are set forth as the foundations of English composition instruction, i.e., the "basics." They are shown to have survived largely unaltered until the 1960's.

Reforms advocated by the Dartmouth Seminar and the Bullock reports are described as major contributors to alternative directions for English studies, particularly the teaching of writing. The origins of these reforms, however, are in the work of the *Basic Issues* report (1959), the Braddock report (1963), and the report of the Commission on English (1965).

The new English was a clear departure from the nineteenth century paradigm with its emphasis on a practical, limited, utilitarian doctrine of correctness. The traditional paradigm had conceived of English studies as a product, a body of knowledge to be mastered by memorization, dissection, and drills. The new English, by contrast, emphasized the need to bring students through a process of growth in English studies. Writing instruction, following the principles of the new English, became guided by an emphasis on the process of composing.

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